

Content Standard 6 – Connections

Grade 2

- 6.2.1 Demonstrate connections among the arts. (e.g. Using a piece of music as motivation, become a specific animal. Draw how you feel as you listen to the music, and create vocal sounds that will complement the music.) (a/b)
- 6.2.2 Identify and compare the different art forms (dance, drama, music, and visual arts). (a/b)
- 6.2.3 In pairs, create a dance to express a given emotion. (e.g., use a character from a story read in class.) (c)
- 6.2.4 Select appropriate music to accompany a classroom drama. (c)
- 6.2.5 Create short scenes, which demonstrate specific classroom curriculum. (e.g., dramatize a mathematical concept such as two plus two). (d)

Grade 4

- 6.4.1 Demonstrate connections among the arts.
e.g. •Choreograph a story. (a/b)
 •In pairs, create a dance to express a given emotion. Then create dialog to express the same emotion. (b)
 •Using a piece of music as motivation, become a specific animal. Draw how you feel as you listen to the music, and create sounds that will complement the music. Then compare your drawing to your movement. (b/c)
 •Select appropriate music for a play. (c)
- 6.4.2 Connect the arts to other curricular disciplines. (e.g. Write and perform short plays based on curriculum areas such as social studies, math or science). (d)
- 6.4.3 Identify careers available in the theater.
e.g. •Keep a drama journal to record observations, ideas and theatre-related information (example: jobs available in the theatre.) (d/e)
 •Discuss jobs that are available in the theatre. (e)

Grade 6

6.6.1 Compare presentation of characters, environments and actions in the various arts.

- e.g. •Compare a musical production, a dramatic production, and a visual art exhibition. (a/b)
 • Using a variety of media, create a mural incorporating all arts disciplines as they relate to daily life. (b/c)

6.6.2 Plan a short production to explain or enrich classroom curriculum, using two or more art forms. (a song and dance illustrating a moment in the American Revolution.)
(a/b/d/e)

6.6.3 Describe one art form from the viewpoint of another. e.g., create movement for characters as they might move through viewed artistic landscape. (c)

6.6.4 Investigate careers in theater. (e)

- e.g. •attend a career day where local theater personnel will offer information on career opportunities
 •by role playing, show how a technical artist does a specific job. (e)

Grade 8

6.8.1 Describe how principles and subject matter of arts disciplines taught in school are interrelated.

- e.g. •Discuss a theme (love, nature, etc.) common in all the arts and describe how they are variously presented. Discuss which you prefer and why. (a/c)
 • Write a poem, and create a series of dance movements that will bring the poem to life; present your poem. (e/c)
 • Use music to underscore an original scene or monologue. (d)

6.8.2 Demonstrate ways in which arts and other disciplines are interrelated.

- e.g. •Create an improvisation based on a newspaper story.(b)
 •Use dance, movement, or nonverbal communication in a scene or improvisation. (b)
 • Use theatre to demonstrate mathematical or scientific principles. (e/f)
 •Present an oral report arguing for the need for more theater in your community. (f)

6.8.3 Investigate theatrical careers

- e.g. •Assume different careers in theater and have a career day. (g)
 •Visit a professional theater and create an organizational chart describing how its personnel are organized. (g)

Grade 10

6.10.1 Describe and compare ways of communicating through the arts.

- e.g.
- Create a music video promoting a play your school is presenting. (a/c)
 - Using appropriate software, create a presentation on a time period, specific event, social dilemma, etc., Incorporating video clips, photos, music, etc. (b/c)
 - Compare and contrast a live play and its cinematic interpretation, and defend choices for changes in each. (d)

6.10.2 Create and solve interdisciplinary problems using theater.

- e.g.
- Working with students from a social studies, class an English class, a science class or a math class, students develop a project to recreate a historic or socially prominent event. (Adv d)
 - Using topics generated by health and science classes, students prepare a rehearsed improvisation suggesting ways to combat problems or solve dilemmas inherent in the topic. (d)
 - Create improvisations based on the discovery of a great scientific or mathematical concept. (d/e)

6.10.3 Explore career opportunities in the theater. (e.g.. Select a theatre career and keep a journal of the tasks and responsibilities of a person in that career.) (f)

Grade 12

6.12.1 Describe and compare the various arts disciplines.

- e.g.
- Design a graphic organizer to chart materials and elements of all the arts. (a)
 - Compare and contrast a play with its original source (i.e. – novel) and its cinematic interpretation. (a/ d)

6.12.2 Illustrate the integration of arts and other disciplines.

- e.g.
- Create a television format to illustrate a social, medical, cultural topic that has persisted through the ages. (b/c)
 - Working with students from a social studies class, an English class, a science class **and** a math class, develop a project to recreate a historic or socially prominent event. Social studies provides research, English class provides literary style, physics and math figure structures and drama students script and perform. (b/e/f)
 - Prepare a video exploring the history and social context of a prevalent problem in the community. (b/c)
 - Write and mount a play depicting the discovery of a great scientific concept. (e)

6.12.3 Explore professional theater options.

- e.g.
- Shadow a theatre professional at a local theater then write a job description and what is needed to succeed in that job. (f)
 - Create your own design portfolio which assembles your design work. (a/c/d)